

## University of Dundee

### Multiple and Multi-dimensional Transitions from trainee to trained doctor

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# MULTIPLE AND MULTI-DIMENSIONAL TRANSITIONS FROM TRAINEE TO TRAINED DOCTOR: A QUALITATIVE LONGITUDINAL STUDY

**RESEARCH QUESTION 1**

WHAT MULTIPLE AND MULTI-DIMENSIONAL TRANSITIONS ARE DOCTORS EXPERIENCING AS THEY MOVE FROM TRAINEE TO TRAINED DOCTOR ROLES?

**RESEARCH QUESTION 2**

WHAT FACILITATES AND HINDERS DOCTORS' SUCCESSFUL TRANSITION EXPERIENCES?

**RESEARCH QUESTION 3**

WHAT IS THE IMPACT OF MULTIPLE AND MULTI-DIMENSIONAL TRANSITIONS ON TRAINED DOCTORS?

**METHODOLOGY**

A 12 MONTH QUALITATIVE LONGITUDINAL STUDY UNDERPINNED BY MULTIPLE AND MULTI-DIMENSIONAL TRANSITIONS (MMT) THEORY (JINDAL-SNAPE, 2012, 2016), IN 4 TRAINING AREAS (HEALTH BOARDS) IN SCOTLAND. 19 HIGHER-STAGE TRAINEES WITHIN 6 MONTHS OF COMPLETING THEIR POSTGRADUATE TRAINING AND TWO SAS DOCTORS WERE RECRUITED. ALL 21 COMPLETED AN ENTRANCE INTERVIEW, 18 COMPLETED LONGITUDINAL AUDIO DIARIES FOR AN AVERAGE OF 9 MONTHS, AND 18 COMPLETED EXIT INTERVIEWS. DATA WERE ANALYSED CROSS-SECTIONALLY AND LONGITUDINALLY USING FRAMEWORK ANALYSIS.

**THEME 1: MULTIPLE TRANSITIONS**

PARTICIPANTS EXPERIENCED SEVERAL TRANSITIONS AT THE SAME TIME IN DIFFERENT DOMAINS, E.G. WORKPLACE (STARTING A NEW ROLE) AND HOME (MOVING HOUSE). SOME TRANSITIONS WERE ANTICIPATED AND DESCRIBED BY THEM AT THE OUTSET, WHEREAS SOME WERE UNEXPECTED AND EMERGED OVER TIME.

**THEME 2: SUPPORTING SUCCESSFUL TRANSITIONS**

THERE WERE MULTIPLE FACILITATORS AND INHIBITORS TO SUCCESSFUL TRANSITIONS. THESE WERE AT AN INDIVIDUAL, INTERPERSONAL, SYSTEMIC AND MACRO LEVEL. THE LONGITUDINAL DATA ALLOWED THE TRACKING OF HOW THESE FACILITATORS AND INHIBITORS ULTIMATELY IMPACTED ON PARTICIPANTS' OVERALL TRAINEE-TRAINED DOCTOR TRANSITION EXPERIENCES.

**THEME 3: MULTIPLE AND MULTI-DIMENSIONAL TRANSITIONS INTERACTING AND IMPACTING**

NOT ONLY DID THE PARTICIPANTS THEMSELVES EXPERIENCE MULTIPLE TRANSITIONS; THEIR TRANSITIONS TRIGGERED TRANSITIONS FOR SIGNIFICANT OTHERS, E.G. THEIR SPOUSE, CHILD, PATIENT OR COLLEAGUE. SIMILARLY, TRANSITIONS OF SIGNIFICANT OTHERS HAD AN IMPACT ON THE PARTICIPANTS AND THEIR TRANSITIONS (MULTIPLE AND MULTI-DIMENSIONAL TRANSITIONS THEORY, JINDAL-SNAPE, 2012, 2016; ILLUSTRATED BY THE RUBIK'S CUBES).

**THEME 4: CONCEPTUALISATIONS OF TRANSITIONS**

OVER TIME, PARTICIPANTS' UNDERSTANDING OF TRANSITIONS CHANGED. BY THE END OF THE STUDY THEY RECOGNISED THAT THEIR TRANSITIONS WERE SPECIFIC TO THEM AND WERE COMPLEX, MULTIPLE AND MULTI-DIMENSIONAL.

**THEME 5: SHIFTING IDENTITIES**

PARTICIPANTS EXPERIENCED MULTIPLE AND COMPLEX IDENTITY CHANGES OVER THE TRANSITION PERIOD; DIFFERENT IDENTITIES TOOK PRECEDENCE IN DIFFERENT CONTEXTS AND CHANGES COULD BE TRACKED OVER TIME DUE TO THE LONGITUDINAL NATURE OF THE STUDY.

**RECOMMENDATIONS**

1. THERE NEEDS TO BE BETTER AWARENESS AMONGST TRAINEE DOCTORS THEMSELVES, AS WELL AS THEIR COLLEAGUES, THAT THE TRAINEE-TRAINED DOCTOR TRANSITION IS A HUGEY COMPLEX ONE INVOLVING MULTIPLE AND MULTI-DIMENSIONAL, POSITIVE AND NEGATIVE, WORK AND HOME TRANSITIONS.
2. PRIORITY SHOULD BE GIVEN BY DEANERIES TO MORE PERSONALISED APPROACHES TO TRANSITION INTERVENTIONS, FOR EXAMPLE, DEVELOPMENT AND MAINTENANCE OF SUPPORTIVE RELATIONSHIPS IN THE WORKPLACE—BOTH FORMAL AND INFORMAL.
3. DURING THE LATTER STAGES OF TRAINING, DEANERIES SHOULD BE FOCUSED ON MAXIMISING OPPORTUNITIES FOR PREPARATION FOR NEW TRAINED ROLES BEYOND CLINICAL EXPERIENCES, E.G. OPPORTUNITIES TO ACT-UP INTO CONSULTANT ROLES.
4. FURTHER LONGITUDINAL QUALITATIVE RESEARCH IS NOW NEEDED WITH LONGER STUDY DURATIONS TO EXPLORE TRAINEE-TRAINED DOCTOR TRANSITION JOURNEYS FOR SEVERAL YEARS INTO THE TRAINED DOCTOR ROLE.